

Grade 9–10

ELA

Item Specifications

Version 2 - updated 6/2020



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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.1.A
1 A MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Evidence/Inference Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<u>Expectation Unwrapped</u> The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly. The student will make inferences based on an analysis of what the text says explicitly. The student will cite relevant and thorough textual evidence to support inferences drawn from the text.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> An inference is based on information in text(s) and is not dependent on prior knowledge. For these expectations, avoid using “matching with lines” as an item type.		<u>Sample Stems</u> It can be inferred from the phrase “[QUOTE]” that _____. Which piece of text evidence best supports the inference that _____?

Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.1.B
1 B MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, using context, affixes, or reference materials.	
<u>Expectation Unwrapped</u> The student will determine the meaning of words, including denotative, connotative, and figurative meanings, as they are used in the text. The student will determine the meaning of phrases, including denotative, connotative, and figurative meanings, as they are used in the text. The student will use context clues to determine the meaning of words and phrases as they are used in the text. The student will use affixes to determine the meaning of words and phrases as they are used in the text. The student will use reference materials to determine the meaning of words and phrases as they are used in the text.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Selected Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
		<u>Sample Stems</u> What is the intended meaning of the phrase “[QUOTE THAT INCLUDES FIGURATIVE LANGUAGE]”? What is the meaning of the word XX as used in lines X–XX? The prefix <i>a-</i> means “not.” As it is used in the passage, <i>atypical</i> means _____. Which phrase best expresses the meaning of the word XX as it is used in the sentence?
<u>Content Limits/Assessment Boundaries</u> The items should not focus on definition of terms or identification of figurative language in a context. Instead, students should determine the meaning in the context of the example/passage given or focus on the function and purpose of the figurative language.		

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	[DICTIONARY DEFINITION OF A WORD] Which definition best conveys the meaning of XX as it is used in the text?
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Reading Literary Text		9-10.RL.1.C
1 C MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Text Features Interpret visual elements of a text and draw conclusions from them (when applicable).	
<u>Expectation Unwrapped</u> The student will interpret visual elements of a text. The student will draw conclusions from visual elements of a text.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> Note: Visual elements present information that may not be found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole. Note: Visual elements often enhance text but should not be used solely to categorize/identify text type in an assessment setting.		<u>Sample Stems</u> How does the [INSERT VISUAL ELEMENT] develop the character/theme/conflict/setting? Based on [INSERT VISUAL ELEMENT], what conclusion can the reader draw about ____?

Grades 9–10 English Language Arts

Reading Literary Text		9-10.RL.1.D
1 D MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Summarize/Theme Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	
<u>Expectation Unwrapped</u> The student will determine two or more themes in a text. The student will analyze the development of themes throughout a text. The student will relate the themes in a text to life experiences. The student will provide an objective and concise summary of a text.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> When a text does not support multiple themes, students may determine and analyze one theme. This would be a partial alignment.		<u>Sample Stems</u> Which line from the text best develops or supports the theme of ____? Which statement describes a theme in ____? Create a summary of this passage by selecting the most important paraphrased ideas from the list and placing them in sequential order in the boxes provided.

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	<p>Read a summary of “XX.” Which detail from the text is important to add to this summary? Read the following summaries about “XX.” Which summary is the most objective and concise?</p> <p>Which theme can be supported by the text?</p> <p>Which pieces of text evidence best support the themes?</p> <p>Complete the table by putting check marks in the appropriate boxes to match the themes to the textual evidence.</p>
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Reading Literary Text		9-10.RL.2.A
2 A MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Structure Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	
<u>Expectation Unwrapped</u> The student will analyze how an author's choice concerning how to structure a text impacts the reader. The student will analyze how an author's choice concerning how to order events in a text impacts the reader. The student will analyze how an author's choice concerning how to manipulate time in a text impacts the reader.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> "Impacting the reader" is a broad statement that students could justify in multiple ways; however, in a large-scale assessment the choices are narrowed by the text and the question item.		<u>Sample Stems</u> The author's use of [example: flashback] helps the reader understand _____. How does the structure of the text _____? How does the use of [THIS TYPE OF STRUCTURE] impact the reader? How does the narrator's extended description of [CHARACTER] at this point in the text contribute to overall meaning?

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	<p>The author includes the description of _____ to _____.</p> <p>How does the author’s manipulation of time impact the reader?</p>
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Reading Literary Text		9-10.RL.2.B
2 B MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Point of View Analyze how point of view is reflected in the characters, setting, and plot.	
<u>Expectation Unwrapped</u> The student will analyze how point of view is reflected in characters in a text. The student will analyze how point of view is reflected in setting in a text. The student will analyze how point of view is reflected in plot in a text.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> The teaching of point of view (first, second, and third person) allows students to understand and analyze perspective.		<u>Sample Stems</u> What does the author’s use of first-person point of view reveal about the character/setting/plot? Which statement best reflects the narrator’s point of view in this passage? What might be lost/gained in the text if it were told from a different point of view?

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	<p>How is point of view reflected in the character/setting/plot of _____?</p> <p>How does the author develop the character/setting/plot to _____?</p> <p>How do you know the point of view changes from _____ to _____?</p>
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Reading Literary Text		9-10.RL.2.C
2 C MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Craft and Meaning Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	
<u>Expectation Unwrapped</u> The student will analyze the cumulative impact of specific word choices on meaning in a text. The student will analyze the cumulative impact of syntax on meaning in a text. The student will analyze the cumulative impact of specific word choices on tone in a text. The student will analyze the cumulative impact of syntax on tone in a text.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> How does the repetition of [A WORD] contribute to the overall meaning of the text? In “XX,” how does the use of [SPECIFIC WORD CHOICE OR SYNTAX] impact the meaning and tone?

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	<p>The author uses parallel structure to</p> <ul style="list-style-type: none">a. indicateb. illustratec. emphasized. convey <p>How does the author’s word choice in paragraph 6 contribute to the tone?</p> <p>The tone is best revealed through ____.</p>
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Reading Literary Text		9-10.RL.2.D
2 D MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Interaction and Meaning Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	
<u>Expectation Unwrapped</u> The student will analyze how complex characters develop over the course of a text. The student will analyze how the development of complex characters over the course of a text advances the plot. The student will analyze how the development of complex characters over the course of a text develops the theme.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> How do the characters' actions in the text advance the plot/develop the theme of ____? Which theme is developed when the character ____?

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Reading Literary Text		9-10.RL.3.A
3 A MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Text in Forms Analyze multiple performances of a story, drama, or poem, evaluating how each version interprets the source text.	
<u>Expectation Unwrapped</u> The student will analyze multiple performances of a story, drama, or poem to synthesize ideas from multiple texts. The student will evaluate how each version interprets the source text to synthesize ideas from multiple texts.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> A minimum of paired performances is required to address this standard.		<u>Sample Stems</u> How do the different performances of XX impact the reader's understanding of ____? How does the director's interpretation of [SCENE] change the reader's perception of ____? How does the director's decision to include/remove a scene impact the reader's understanding of ____?

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Reading Literary Text		9-10.RL.3.B
3 B MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Relationships in Texts Explain how and why an author alludes to or transforms source material within his or her text.	
<u>Expectation Unwrapped</u> The student will explain how an author alludes to source material within his or her text to synthesize ideas from multiple texts. The student will explain how an author transforms source material within his or her text to synthesize ideas from multiple texts. The student will explain why an author alludes to source material within his or her text to synthesize ideas from multiple texts. The student will explain why an author transforms source material within his or her text to synthesize ideas from multiple texts.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> The source material needs to be provided for assessment purposes.		<u>Sample Stems</u> In [WORK OF LITERATURE], the author alludes to [ALLUSION]. What does this allusion reveal about the character's situation? The author alludes to [ALLUSION] to illustrate/reveal/suggest _____.

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Reading Literary Text		9-10.RL.3.C
3 C MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Historical Context Analyze how multiple texts reflect historical and/or cultural contexts.	
<u>Expectation Unwrapped</u> The student will analyze how multiple texts reflect historical contexts to synthesize ideas from multiple texts. The student will analyze how multiple texts reflect cultural contexts to synthesize ideas from multiple texts.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> A minimum of paired passages is required to address this standard. The historical and/or cultural context may need to be provided in footnotes or the question stem or may require student inference.		<u>Sample Stems</u> How do these two poems reflect the same time period? How does the author's treatment of [CULTURE/TIME PERIOD] reflect his/her perspective?

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Analyze how [AUTHOR’S] life experience is reflected in [WORK OF LITERATURE WRITTEN BY AUTHOR] to show his/her [CULTURAL/HISTORICAL PERSPECTIVE].

Which statement best reflects the relationship between the author’s life and his/her work?

What do the two texts reveal about [HISTORICAL TIME PERIOD]?

- a. both A and B . . .
- b. both A and B . . .
- c. text A . . . ; text B . . .
- d. text A . . . ; text B . . .

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Reading Literary Text		9-10.RL.3.D
3 D MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Comprehension Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	
<u>Expectation Unwrapped</u> The student will independently read and comprehend literature (stories, dramas, poems) to synthesize ideas from multiple texts. The student will proficiently read and comprehend literature (stories, dramas, poems) to synthesize ideas from multiple texts.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> This standard is the foundation for analysis, evaluation, and synthesis of texts.		<u>Sample Stems</u> N/A

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Reading Informational Text		9-10.RI.1.A
1 A MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Evidence/Inference Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<u>Expectation Unwrapped</u> The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly. The student will make inferences based on an analysis of what the text says explicitly. The student will cite relevant and thorough textual evidence to support inferences drawn from the text.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> An inference is based on information in text(s) and is not dependent on prior knowledge.		<u>Sample Stems</u> It can be inferred from the phrase “[QUOTE]” that _____. Which piece of text evidence best supports the inference that _____?

Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.1.B
1 B MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	
<u>Expectation Unwrapped</u> The student will determine the meaning of words, including denotative, connotative, figurative, and content-specific meanings, as they are used in a text. The student will determine the meaning of phrases, including denotative, connotative, figurative, and content-specific meanings, as they are used in a text. The student will use context clues to determine the meaning of words and phrases as they are used in a text. The student will use affixes to determine the meaning of words and phrases as they are used in a text. The student will use reference materials to determine the meaning of words and phrases as they are used in a text.		<u>DOK Ceiling</u> 2 <u>Item Format</u> Selected Response Technology Enhanced <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> What is the intended meaning of the phrase “[QUOTE THAT INCLUDES FIGURATIVE LANGUAGE]”? What is the meaning of the author’s use of the word XX as used in lines X–XX? The prefix <i>a-</i> means “not.” As it is used in the passage, <i>atypical</i> means _____.

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	<p>Which phrase best expresses the meaning of the word <i>XX</i> as it is used in the sentence?</p> <p>[DICTIONARY DEFINITION OF A WORD] Which definition best conveys the meaning of <i>XX</i> as it is used in the text?</p>
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Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.1.C
1 C MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Text Features Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	
<u>Expectation Unwrapped</u> The student will interpret visual elements of a text, including those from different media. The student will draw conclusions from visual elements of a text, including those from different media.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> Note: Visual elements present information that may not be found elsewhere in the text and must be carefully analyzed in order to gain full understanding of the text as a whole. Note: Visual elements often enhance text but should not be used solely to categorize/identify text type in an assessment setting.		<u>Sample Stems</u> How does the [INSERT VISUAL ELEMENT] develop the central idea? Based on [INSERT VISUAL ELEMENT], what conclusion can the reader draw about ____? According to the chart, [EXAMPLE: HOW MUCH SLEEP] is necessary/unnecessary for ____?

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	Which information in the chart best supports the author’s statement that “[QUOTE]”?
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Reading Informational Text		9-10.RI.1.D
1 D MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Summarize/Claim Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	
<u>Expectation Unwrapped</u> The student will explain two or more central/main ideas in a text. The student will analyze the development of central/main ideas throughout a text. The student will explain the significance of the central ideas in a text. The student will provide an objective and concise summary of a text.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> When a text does not support multiple central/main ideas, students may explain and analyze one central/main idea. This would be a partial alignment.		<u>Sample Stems</u> Which line from the text best develops or supports the central/main idea of ____? Which statement describes a central/main idea in ____?

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	<p>Create a summary of this passage by selecting the most important paraphrased ideas from the list and placing them in sequential order in the boxes provided.</p> <p>Read a summary about “XX.” Which detail from the text is important to add to this summary? Read the following summaries about “XX.” Which summary is the most objective and concise?</p> <p>Which central/main idea can be supported by the text?</p> <p>Which pieces of text evidence best support the central/main idea?</p> <p>Complete the table by putting check marks in the appropriate boxes to match the textual evidence to the central/main idea.</p>
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Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.2.A
2 A MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Structure Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.	
<u>Expectation Unwrapped</u> The student will analyze how an author's choice concerning how to structure a text impacts the reader. The student will analyze how an author's choice concerning how to sequence information in a text impacts the reader.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> The author's use of [e.g., TEXT FEATURES] helps the reader understand _____. How does the structure of the text _____? How does the use of [THIS TYPE OF STRUCTURE] impact the reader? How does the author's inclusion of [INFORMATIONAL TEXT FEATURE] at this point in the text contribute to overall meaning?

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	How does the author’s use of [COUNTERCLAIM] at the beginning of the text impact the reader?
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Reading Informational Text		9-10.RI.2.B
2 B MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Point of View Analyze how an author uses rhetoric to advance point of view or purpose.	
<u>Expectation Unwrapped</u> The student will analyze how an author uses rhetoric to advance point of view in a text. The student will analyze how an author uses rhetoric to advance purpose in a text.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> Note: Rhetoric is the study and practice of effective expression; it is written or spoken communication intended to move an audience to hold a particular viewpoint/perspective or take a particular action.		<u>Sample Stems</u> How does the author’s use of [allusion, analogy, understatement, parallelism, repetition, etc.] advance the [point of view/perspective] of the text? Which piece of evidence best reveals the author’s purpose?

Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.2.C
2 C MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Craft and Meaning Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	
<u>Expectation Unwrapped</u> The student will analyze the cumulative impact of specific word choices on meaning in a text. The student will analyze the cumulative impact of syntax on meaning in a text. The student will analyze the cumulative impact of specific word choices on tone in a text. The student will analyze the cumulative impact of syntax on tone in a text.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> How does the repetition of the word X contribute to the overall meaning of the text? In “XX,” how does the use of [SPECIFIC WORD CHOICE OR SYNTAX FROM THE TEXT] impact the meaning and tone? The author uses parallel structure to <ol style="list-style-type: none"> indicate . . . illustrate . . . emphasize . . . convey . . .

Grades 9–10 English Language Arts

	<p>How does the author’s word choice in paragraph X contribute to the tone?</p> <p>The tone is best revealed through ____.</p>
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Grades 9–10 English Language Arts

Reading Informational Text		9-10.RI.2.D
2 D MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Argument/Evidence Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	
<u>Expectation Unwrapped</u> The student will evaluate an author's argument in a text. The student will assess whether an author's reasoning is valid in a text. The student will assess whether an author's evidence is relevant in a text. The student will assess whether an author's evidence is sufficient in a text. The student will identify false statements in a text. The student will identify fallacious reasoning in a text.		<u>DOK Ceiling</u> 3 <u>Item Format</u> Selected Response Constructed Response Technology Enhanced <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> Which statement represents faulty reasoning? Which statement would best support the author's argument? Which statement provides relevant evidence to support the author's argument?

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Reading Informational Text		9-10.RI.3.A
3 A MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Texts/Forms Analyze how similar ideas or topics are portrayed in different media formats.	
<u>Expectation Unwrapped</u> The student will analyze how similar ideas or topics are portrayed in different media formats to synthesize ideas from multiple texts.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> A minimum of two media formats is required to address this standard.		<u>Sample Stems</u> How do the different media formats of XX influence how the [TOPIC] is portrayed? How does the media format of XX impact the reader's understanding of ____? How does the emphasis on XX in both texts influence the reader's understanding of the subject?

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	<p>How does each media format represent the subject?</p> <p>a. [Medium 1] does ____ while [Medium 2] does ____.</p>
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Reading Informational Text		9-10.RI.3.B
3 B MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Relationships/ Texts Evaluate how effectively two or more texts develop similar ideas/topics.	
<u>Expectation Unwrapped</u> The student will evaluate how effectively two or more texts develop similar ideas/topics to synthesize ideas from multiple texts.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> What do the two texts reveal about [IDEA/TOPIC]? a. both A and B . . . b. both A and B . . . c. text A . . . ; text B . . . d. text A . . . ; text B . . . Which is supported in both texts?

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	<p>Which text best develops the idea that [PRACTICING CONSERVATION IS IMPORTANT]?</p> <ul style="list-style-type: none">a. text A because . . .b. text B because . . .c. both because . . .d. neither because . . .
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Reading Informational Text		9-10.RI.3.C
3 C MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Historical Context Analyze how multiple texts reflect the historical and/or cultural contexts.	
<u>Expectation Unwrapped</u> The student will analyze how multiple texts reflect historical contexts to synthesize ideas from multiple texts. The student will analyze how multiple texts reflect cultural contexts to synthesize ideas from multiple texts.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> This in no way includes all of the different types of text used in a classroom.		<u>Sample Stems</u> How do these two texts reflect the same time period? How does the author's treatment of [CULTURE/TIME PERIOD] reflect his/her perspective?

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	<p>Analyze how [AUTHOR’S] life experience is reflected in [TEXT/ARTICLE] to show his/her [CULTURAL/HISTORICAL PERSPECTIVE]?</p> <p>Which statement best reflects the relationship between the author’s life and his/her work?</p> <p>What do the two texts reveal about [HISTORICAL TIME PERIOD]?</p> <ul style="list-style-type: none">a. both A and B . . .b. both A and B . . .c. text A . . . ; text B . . .d. text A . . . ; text B . . .
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Reading Informational Text		9-10.RI.3.D
3 D MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Comprehension Read and comprehend informational text independently and proficiently.	
<u>Expectation Unwrapped</u> The student will independently read and comprehend informational texts to synthesize ideas from multiple texts. The student will proficiently read and comprehend informational texts to synthesize ideas from multiple texts.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative, documentary media, instructional media, infographics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> This standard is the foundation for analysis, evaluation, and synthesis of texts.		<u>Sample Stems</u>

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Writing		9-10.W.1.A
1 A MLS a	Approaching the Task as a Researcher Research Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	
<u>Expectation Unwrapped</u> The student will conduct research to answer a question (including a self-generated question) or solve a problem. The student will narrow or broaden research inquiry when appropriate. The student will gather multiple relevant, credible print and digital sources. The student will integrate information using a standard citation system.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Items should not assess a specific standard citation system.		<u>Sample Stems</u> A student is writing an argumentative report about [TOPIC]. The student found sources for the report. Read the sources and answer the questions that follow. Which source would provide the most relevant/credible information? A student is writing a report about [TOPIC]. The student found sources for the report. Read the sources below and the directions that follow. The student wrote down some claims to use in the report. Look at the claims on the table. Determine whether the

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	<p>information in the sources supports each claim. Click on the boxes to show the claims that each source supports. A source may have more than one box selected.</p> <p>A student has written the following overly broad paragraph. [OVERLY BROAD IN FOCUS PARAGRAPH] Which research question would help to narrow the topic appropriately?</p> <p>A student is trying to prove the claim that [FOUR-DAY SCHOOL WEEKS BENEFIT STUDENT ACHIEVEMENT]. Which research question would help him/her achieve that purpose?</p> <p>A student is conducting research on [THE BENEFITS OF TWO NUTRITIONAL PLANS]. Which research question would best guide the student's research?</p>
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Writing		9-10.W.1.A
1 A MLS b	Approaching the Task as a Researcher Research Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
<u>Expectation Unwrapped</u> The student will gather relevant information from multiple authoritative print and digital sources. The student will use advanced searches effectively. The students will assess the usefulness of each source in answering the research question. The student will integrate information into a selectively to maintain the flow of ideas. The student will avoid plagiarism. The student will follow a standard format for citation.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Items should not assess a specific standard citation system.		<u>Sample Stems</u> A student is writing a persuasive speech for speech class about [TOPIC]. Read the paragraphs from the student's draft and complete the task that follows. Select two credible sources that would most likely give the student more information for the speech.

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	<p>[IN A PERFORMANCE EVENT STUDENTS ARE ASKED TO DO RESEARCH WRITING BASED ON MULTIPLE SOURCES. THROUGH THIS WRITING PROMPT WE WILL MEASURE A STUDENT’S ABILITY TO INTEGRATE INFORMATION FROM SOURCES AND AVOID PLARGIARISM BY DEVELOPING AND FOLLOWING A CONSISTENT FORM OF CITATION.]</p> <p>A student is writing an informative essay about [TOPIC]. Read the excerpt below and then answer the question that follows. After which sentence would the quotation from Source A best be added into the student draft to support the main point?</p> <p>Read the paragraph below from Source A. [INSERT EXAMPLE] Click or highlight the sentences from Source A that best support the writer’s claim.</p>
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Writing		9-10.W.2.A
2 A MLS	Approaching the Task as a Writer Development Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	
<u>Expectation Unwrapped</u> The student will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing. The student will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing. The student will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.		<u>DOK Ceiling</u> 4
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> The most appropriate way to assess this standard is through a performance event because the standard requires the student to produce a whole text by following a writing process.		<u>Sample Stems</u> The student follows a writing process to compose a text. Context: Assume that you are a Missouri high school student who has a minimum-wage job and who is saving money. Task: Read the two articles below that address the minimum-wage issue. Then write a letter to your state legislator encouraging her to vote for or against a proposed bill to raise

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	<p>Missouri’s minimum wage from \$7.95 per hour to \$9.00 per hour.</p> <p>Use both your own experience and information from the two articles to support your argument that your legislator should vote against or for the bill to raise the minimum wage.</p>
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Writing		9-10.W.3.A.a
3 A MLS a	Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.	
<u>Expectation Unwrapped</u> The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will organize the content of the writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows from the text. The student will achieve a purpose and demonstrate an awareness of audience by making choices regarding organization. The student will achieve a purpose and demonstrate an awareness of audience by making choices regarding content.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Aspects of this expectation are more appropriately assessed using certain item formats (e.g., organization, introduction, and conclusion can be assessed by selected response, but “maintaining a clear focus throughout the text” should be assessed by constructed response/performance event).		<u>Sample Stems</u> A student is writing a report about [TOPIC]. Read the draft of the report and complete the task that follows. Write a conclusion that follows logically from the information in the essay. The student has written a draft about [TOPIC]. Read the draft. Which option would be the best introductory sentence? [3- to 5-PARAGRAPH STIMULUS WITH THE PARAGRAPHS NUMBERED] Which arrangement best supports the most logical order?

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Writing		9-10.W.3.A.b
3 A MLS b	Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.	
<u>Expectation Unwrapped</u> The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will choose precise language to reflect an understanding of how language contributes to meaning in a piece of writing. The student will make syntactical choices to reflect an understanding of how language contributes to meaning in a piece of writing.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> A student is writing a narrative for a creative writing class assignment. Read an excerpt from the draft and answer the question that follows. [STUDENT TEXT] Which revision to the underlined sentence uses the most precise language? A student is writing a narrative about [TOPIC]. The student has given the first paragraph to the teacher, who suggested the student continue writing, including details in the narrative. Read the draft and the directions that follow. [STUDENT TEXT] Rewrite the paragraph using appropriate narrative strategies such as the inclusion of dialogue and vivid descriptions.

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	<p>A student is writing an explanatory essay about [TOPIC]. Read the draft and the directions that follow. [STUDENT TEXT] The student wants to revise the underlined sentences to elaborate on the topic in a way that is consistent with the overall tone and style.</p> <p>Part A: Which sentence is the best revision for the first underlined sentence?</p> <p>Part B: Which sentence is the best revision for the second underlined sentence?</p> <p>Read the paragraphs from a student’s draft. [DRAFT EXAMPLE] What are more concrete or specific words to replace the two underlined words?</p> <p>Which revision of the sentence uses parallel structure correctly?</p>
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Writing		9-10.W.3.A.c
3 A MLS c	Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	
<u>Expectation Unwrapped</u> The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing.		<u>DOK Ceiling</u> 1
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> On a large-scale assessment, this expectation can be assessed only through a writing prompt.		<u>Sample Stems</u>

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Writing		9-10.W.3.A.d
3 A MLS d	Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.	
<u>Expectation Unwrapped</u> The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will use a variety of appropriate transitions to clarify relationships within a piece of writing. The student will use a variety of appropriate transitions to connect ideas and claims within a piece of writing. The student will use a variety of appropriate transitions to signal time shifts within a piece of writing.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> A student is writing an essay. Read the excerpt from the draft and complete the task that follows. Choose the transition sentence that would improve the transition between the first and second paragraphs. Read these sentences from the essay. [SENTENCES] Which transitional word or phrase replaces the underlined word without changing the meaning of the sentence?

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Writing		9-10.W.3.A.e
3 A MLS e	Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
<u>Expectation Unwrapped</u> The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products. The student will use technology, including the Internet, to take advantage of technology's capacity to link to other information. The student will use technology, including the Internet, to display information flexibly and dynamically.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Although this falls outside the parameters of a large-scale assessment, a student digital writing portfolio could assess this expectation. Emphasis should be placed on the student's process through collection, selection, and reflection over time.		<u>Sample Stems</u>

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Speaking and Listening		9-10.SL.1.A
1 A MLS	Collaborating Conversations Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.	
<u>Expectation Unwrapped</u> The student will work with peers to set rules for collegial discussions. The student will work with peers to set rules for decision making. The student will work with peers to set clear goals. The student will work with peers to set deadlines. The student will work with peers to set individual roles as needed.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Locally assessed		<u>Sample Stems</u>

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Speaking and Listening		9-10.SL.1.B
1 B MLS	Collaborating Questioning Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	
<u>Expectation Unwrapped</u> The student will delineate a speaker’s argument and claims. The student will evaluate the speaker’s point of view, reasoning, and evidence in order to propel conversations. The student will pose and respond to questions that relate the current discussion to broader themes or larger ideas. The student will pose and respond to questions that actively incorporate others into the discussion. The student will pose and respond to questions that clarify, verify, or challenge ideas and conclusions.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> What is one claim the speaker makes in his or her listening passage/presentation? The first claim the speaker delineates is _____. Which ideas are supported in the passage? [can be technology enhanced] Which main idea is best supported by the passage?

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Which statement from the listening passage/presentation describes _____?

Which statements best describe the purpose of the listening passage/presentation? Choose two answers.

Which statement best describes the purpose of the presentation?

Which piece of evidence best supports the speaker's claim? [EBSR]

After listening to the passage/presentation, which questions could you ask to challenge/extend the speaker's conclusion?

- Why does the speaker most likely change his/her (volume/voice) when _____?
- The speaker changes his/her (tone/volume/pace/etc.) when _____. Which of the following best explains his/her reasoning for this?
- Which of the following is most likely why the presentation includes (sound effect) when the speaker (introduces/discusses/claims/etc.)?
- Listener is considering _____. What information from the presentation would help _____?
- Why does the speaker most likely use the word _____ in the presentation?

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Speaking and Listening		9-10.SL.1.C
1 C MLS	Collaborating Viewpoints of others Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.	
<u>Expectation Unwrapped</u> The student will respond thoughtfully during collaboration to diverse perspectives, including those presented in diverse media. The student will summarize points of agreement and disagreement during collaboration. The student will resolve contradictions during collaboration when possible. The student will determine what additional information or research is needed during collaboration.		<u>DOK Ceiling</u> 3
		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> This expectation can be only partially assessed on a large-scale assessment.		<u>Sample Stems</u> Which statement would each speaker agree with? [TWO COLUMNS: AGREE; DISAGREE] What additional information or research is needed to further strengthen the author’s claim? <ul style="list-style-type: none"> With which of the following would the speaker agree/disagree? (possible multi-select or tech enhanced with a chart to check “agree” or “disagree”; match table)

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- During a class discussion, a classmate states _____. Which of the following statements from the passage would best agree/disagree with the classmate?
- If you were writing a paper with the claim _____, which piece of evidence from the presentation would best support the claim?
- What would be an appropriate way to explain why the speaker (paused/repeated words/changed pace/changed volume/etc.)?
- Which of the following resources would benefit a student conducting additional research about (topic of presentation)?
- Which of the following statements contradicts _____?
- Which of the following statements could be added to the beginning of the passage to clarify the purpose?
- Which of the following resources would best enhance the speaker's presentation? (photo, chart, video, timeline, etc.)
- What additional evidence is needed to further strengthen the speaker's claim? (choices might include the following: data that reveals _____, an interview with _____, examples that _____, observations on _____, anything that would be considered evidence)
- Which of the following statements best summarizes the presentation?

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Speaking and Listening		9-10.SL.2.A
2 A MLS	Presenting Verbal Delivery Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	
<u>Expectation Unwrapped</u> The student will speak audibly and to the point. The student will use conventions of language as appropriate to task, purpose, and audience when presenting. The student will use appropriate volume, clear articulation, and accurate pronunciation at an understandable pace. The student will avoid verbal filler that might be distracting to listeners.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Locally assessed		<u>Sample Stems</u>

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Speaking and Listening		9-10.SL.2.B
2 B MLS	Presenting Nonverbal Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.	
<u>Expectation Unwrapped</u> The student will make consistent eye contact with a range of listeners when speaking. The student will use effective gestures to communicate a clear viewpoint and engage listeners. The student will avoid body language or mannerisms that might be distracting to the audience.		<u>DOK Ceiling</u> 2
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Locally assessed		<u>Sample Stems</u>

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Speaking and Listening		9-10.SL.2.C
2 C MLS	Presenting Multimedia Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
<u>Expectation Unwrapped</u> The student will plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose. The student will make strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		<u>DOK Ceiling</u> 4
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> Locally assessed		<u>Sample Stems</u>